Mindanao State University-Iligan Institute of Technology

Iligan City

Department of Professional Education

College of Education

Field Study 3

TECHNOLOGY IN THE LEARNING ENVIRONMENT

A Portfolio

Presented

To

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Submitted

By

Hasnia O. Disocor

**Episode 1 – The School’s Learning Resource Center**

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| Name of Center Observed: Library/LRC | | |
| Date of Observation: September 26, 2011 | | |
| Name of Observer: Hasnia O. Disocor | | |
| Course/ Year/ School: Cprt-1 | | |
|  | | |
| List of Available Learning Resources | | |
| Available Learning Resources  (Enumerate in bullet form) | Characteristics and Unique Capabilities | Teaching Approaches where the resource is most useful |
| 1. Print Resources  Magazines   * Journals * Books * Encyclopedias * Newspapers * Almanacs * Reference materials | Print materials and books are good for reading purposes and researches | For reading purposes and researches |
| 2. Audio Resources   * speakers | Can develop listening skills | For listening activities |
| 3. Non-electronic Visual Resources   * Maps * Globes * Philippine presidents | Aid or tool in teaching | Used as models for teaching |
| 4. ICT Resources   * Television * OHP * Computers | Multi-media resources that could enhance teaching | Interactive learning |
| Impression: The materials are free of dust and moisture and are well arranged and organized | | |
| Name and Signature of Observer: Hasnia O. Disocor | | |
| Name and Signature of the Learning Resource Center In-charge: Elaine S. Daganga | | |

There were two learning resource center in Napocor Elementary School. One is Library/LRC(A)- Social Studies and the other one is the Math Learning Resource Center and the other one is the Science Learning Resource Center. The learning resources or materials in LRC-A and the Science Learning Resource Learning Center were arranged properly according to their functions and characterisitics. It is also free of dust and moisture. It has a Print Section Area which includes Circulation Area, Children’s Area, Reference Section, Reading Area, Filipiniana Section, Fiction Section, Periodicals Area and the Faculty Section. However, the Math Learning Resource Center was topsy-turvy. According to the Learning Center In-charge, it is not well arranged because most of the musical instruments that are used during the practice for the drum and buggle corp for the awaited fiesta celebration are placed inside the learning center.

On the other hand, The Non-Print Section is also found and it houses all the educational software and hardware of the unit.  It efficiently maintains and updates the audio-visual materials and equipment which enhances and supports the teaching and learning processes.  The Section offers a wide range of educational software such as audio tapes, video tapes, transparencies, records, compact discs, CD-ROMS, VCDs and DVDs, and hardware like CD players/recorders, overhead projectors (OHP), and VHS players.

The guidelines and procedures facilitate easy access to the materials by the teachers because they are posted or available for the users to refer to. They are well written and are visible to the users of the learning resources.

The LRC provides books and other print materials and multi-media resources to meet the instructional needs of the community.  These resources are properly managed and fully utilized with the expertise of the media librarians and skilled library staff.

The Learning Resource Center/LRC-A has a little or no enough space and offers a limited sitting capacity. It also cannot accommodate a one classroom section because of its limited area that several chairs would not fit to it. The learning resource center can only accommodate at about 20 students. On the other hand, even if it is equipped with the print and non-print materials, still some of it is already outdated and some computers are not operating. Also, other materials or equipments not related to the learning resource center should not be pa

Suggestions to be made is to provide these learning resource centers especially in the public schools an updated print materials and make these learning resource center bigger to cater a bigger population of student. It also needs replacements of some ICT resources such as computers so that it would be used by the learners and not just a mere display of resources.

The material that I already confident to use are the books because it widen my knowledge. Learning resources found inside the learning center are just the basic ones so probably there is nothing I need to learn more about. Thus, I just have to be more familiar with it.

**Episode 2 – Bulletin Board Displays**

**OBSERVATION REPORT**

Name of the School Observed: Napocor Elementary School

Location of the School: Ma. Christina, Fuentes, Iligan City

Date of Visit: September 26, 2011

As I went around the school and examined the board displays, I saw six several board displays. The board displays were found in every grade level and so the target viewers can easily see them. The displays were about the Science Month Celebration since the observation was done on the month of September. The images I saw in the bulletin boards were images concerning science and technology like simple experiments and inventions. Several colors were put to make the bulletin board display like red, blue, and yellow and some neon colors. The pieces of information were arranged properly so that it could be easily understood by the pupils. The materials that were used in making the displays were cartolina, art papers and cut outs from magazines. There was no border used in making the display. I have not noticed any errors like misspelled words and grammar inconsistencies. However, some of the messages were not clear and cannot be easily understood because some of the materials posted in the bulletin board were not relevant to the theme.

**BOARD DISPLAYS EVALUATION FORM**

Topic of the Board Display: Science Month Celebration

Location of the Board Display in School: within Grade 2 level classrooms

Check the column that indicates your rating. Write comments to back up your ratings.

4-Outstanding 3-Very Satisfactory 2-Satisfactory 1-Needs Improvement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | NI | S | VS | O | Comments |
| **Effective Communication** Conveys the message quickly and early |  | **/** |  |  | The message was conveyed quickly but other materials posted are not related to the theme |
| **Attractiveness**  Colors and arrangement catches and holds interest |  |  | **/** |  | The colors used in the board display is enough to attract the viewers |
| **Balance**  Objects are arranged so stability is perceived |  |  | **/** |  | The materials are organized and well-arranged |
| **Unity**  Repeated shapes or colors or use of borders holds display together |  |  | **/** |  | There is consistency in the shapes , borders, and how the materials are being cut |
| **Interactivity**  The style and approach entice learners to be involved |  | **/** |  |  | The approach is not so appealing for a grade 2 level |
| **Legibility**  Letters and illustrations can be seen from a good distance |  |  | **/** |  | Letters and illustrations are legible |
| **Correctness**  Free from grammar errors, misspelled words, ambiguity |  |  |  | **/** | The board display was outstanding because it is free from grammar errors and misspelled words |
| **Durability**  Well-constructed, items are securely attached |  |  |  | **/** | The durability of the materials are excellent because it was well attached |

**An Evaluation Report of a Bulletin Board**

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| --- | --- | --- |
| Bulletin Board Evaluated by: Hasnia O. Disocor | | |
| Location: Ma. Christina, Fuentes, Iligan City | | |
| Brief Description of the Bulletin Board:  The bulletin board was about the Science Month Celebration and certain images with various colors regarding Science and Technology are found. They are arranged well and are made of cartolina and art papers. There are no misspelled words and grammar inconsistencies. Thus, the messages are clear and easily understood. | | |
| EVALUATION | | |
|  | Strengths | Weaknesses |
| Observations | Letters and illustrations can be seen from a good distance | Lack of appealing colors with some of the images |
| Judgements/ Evaluations of educational content and other aspects: | The board display was satisfactory. | Inconsistency of the relevance towards the theme of some materials posted in the bulletin board |
| Recommendations or Suggestions for improvement:  The content of the bulletin board must be consistent and be related with the theme. | | |
| Signature of Evaluator over Printed Name: Hasnia O. Disocor | | |

The board display reflects the likes or interest of its target audience especially the grade two levels because viewers like them would appreciate organized and good bulletin board display. Some of the pupils will find the bulletin board attractive and will have a good impression on it. Yet, the bulletin board still needs improvement.

The language used was clear and simple for the target audience to understand especially the grade 2 levels since the theme was written in a way which was kept short and simple.

Bulletin boards and classroom displays make a classroom more inviting. It gives the learners some insights on the topic.

I suggest having a good bulletin board display that would attract the pupils and make them more inviting to the lesson.

A list of skills needed by a teacher to come up with an effective board display should include some of the following:  
1.Creativity. Instructional content can be dry and boring in a classroom setting. Creative teachers try to present concepts and content in an interesting way.

2. Visual skills. Teachers are somewhat like interior designers; they must be able to visualize the presentation and impact they want to create, and then apply those to the display.

3. Organizational skills. This goes along with #2, but organization includes comparing and contrasting, grouping and arranging content in a meaningful way.

4. Communication. Teachers know that words combined with visual content can often communicate more than words alone. As well, the teacher must be a good communicator.

5. Minimalistic views. Good teachers know they must minimize content to the basic building blocks they want to teach. Rather than a display aimed at students who understand the most, the best, or the easiest, the display would be geared to include students who understand the least, the poorest, and the hardest.

The skill that I have is to be a minimalist and what I need to improve more is my creativity and communication skills.

**Episode 3 – See and Say(Utilization of Teaching Aids)**

**OBSERVATION REPORT**

Date of Observation: September 26, 2011

School: Napocor Elementary School

Subject: Filipino Topic: Salitang kilos

Grade Level: 2

The lesson is about “salitang kilos” or action word. The visual aid/material/learning resource is only chalk and blackboard. The teacher asks the pupils regarding different action words and let them answer it on the board. Their responses show attentive, eagerness and understanding.

**UTILIZATION OF TEACHING AIDS FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level Of Class Observed: 2 | | | |
| Date of Observation: September 26, 2011 | | | |
| Subject Matter: Filipino | | | |
| Brief Description of Teaching Approched Used by the Teacher: The teacher uses a chalk and a board to introduce the lesson | | | |
| Teaching Aids used | Strengths | Weaknesses | Comments on Appropriateness of the Teaching Aids used |
| chalk | One of the common and effective method in teaching | Lessons cannot be saved permanently | Lesson can easily be erased |
| board | One of the common and effective method in teaching | Lessons cannot be saved permanently | Lesson is not written or saved permanently |

The chalkboards were used effectively because it is convenient to use both for formally prepared lessons and for spontaneous sessions. I would do similarly the teachers’ strategy that I observed by establishing discipline and attentiveness of pupils in the classroom discussion.

**Episode 4 – Tools of the Trade (Teaching Aids Bank)**

Surveying of materials have many benefits in preparing for making lessons. One of their benefits is to identify the appropriate instructional materials and activities that I need for every topic and objective.

The material I like making the most is visual aid. I like making visual aids because you can use it again and again. I had fun of making visual aids, I want to express my creativity in doing this.

**Episode 5- Paper Works! (Preparing Hand-outs)**

The topic of the class that I observed was “salitang kilos” or action words. The good features of a hand out are have strong title, clear layout, underling connections and using of bulletin form instead of paragraph.

In preparing the hand-outs, it should be well summarized and organized for the pupils to understand it better.

**Episode 6 – Slideshow Biz (Slide Presentations)**

The good features of a slide presentation are use links in the presentation, make the presentation not too long, keep it simple, include transitions/effects in your slide to put emphasis on your point, and use the same theme for the whole presentation.

**Episode 7 – My E-World (Websites)**

On my experiences in surfing the net to find sites that provide support materials and interactive programs on my topic, I found out that it easy to get information about your topic because there is a website that can assist you in your field of specialization like in Filipino, the “the E-Learning Activity in Filipino”. I feel comfortable in searching information about my topic that I was observed. I saw and understand what is really the point of my topic and I learned how easily to come up about my topic.